| Big Cat 1 (WORDS): Understanding Words | Big Cat 2 (KNOWL): Knowledge | Big Cat 3 (INF): Inference | Big Cat 4 (STRUC): Text Structure, Function and Layout | Big Cat 5 (LANG): Language | Big Cat 6 (THEME): Themes and Conventions of Texts |
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| SATs: 2a – Give/explain the meaning of words in context. | SATs: 2b – Retrieve and record information/identify key details from fiction and non-fiction. SATs: 2c – Summarise main ideas from more than one paragraph. | SATs: 2d – Make inferences from the text/explain and justify inferences with evidence from the text. SATs: 2e – Predict what might happen from details stated and implied. | SATs: 2f – Identify/explain how information/narrative content is related and contributes to meaning as a whole. | SATs: 2g – Identify/explain how meaning is enhanced through choice of words and phrases. | SATs: 2h – Make comparisons within the text. |
| • Give the meanings of words in different contexts, particularly homophones, taking into consideration language, structure and presentation. <br> • Use dictionaries to discover meanings of unfamiliar words. <br> • Investigate the etymology of words. | • Draw out answers to literal questions. <br> • Identify whether statements are true or false. <br> • Present information in tables. <br> • Separate fact from opinion. <br> • Summarise and present key points or the main ideas from sections of text. | • Generate ideas or conclusions from evidence or reasons in order to make an 'educated guess'. <br> • Determine a character's feelings, thoughts and motives from their actions, using evidence from the text to support answers. <br> • Make predictions about future events based on previous events, actions or details, explicit or implied. <br> • Identify the author's viewpoint within a piece of writing. <br> • Identify, challenge and compare characters' viewpoints within fiction and non-fiction using evidence from the text. | • Explain and use non-fiction text features to improve the accessibility of texts. <br> • Describe how word order can affect meaning. <br> • Link narrative content to narrative structure. <br> • Identify genres, beyond whether the text is fiction or non-fiction, based on text features, including different types of poetry. | • Discuss how different language choices affect meaning, mood and impact on the reader. <br> • Describe how punctuation is used to affect mood and meaning. <br> • Identify occasions where metaphor, simile, analogy, imagery are used as well as commenting on authorial style and consequent effect. | • Identify themes and conventions within texts, such as courage, heroism, friendship. <br> • Identify texts with similar themes. <br> • Compare the similarities and differences between familiar texts and characters within different and same texts. <br> • Deciding on the key points on which a recommendation could be made. |